

## An Investigation into the Employment of English Language Teachers in the Private Sector in Turkey

Dr. İsmail Yaman<sup>1</sup>, Ondokuz Mayıs University, ELT Programme,  
[ismail.yaman@omu.edu.tr](mailto:ismail.yaman@omu.edu.tr)

Mustafa Şahin<sup>2</sup>, Ministry of National Education, [mmustafassahinn@gmail.com](mailto:mmustafassahinn@gmail.com)

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**Abstract:** English language teaching (ELT) and the training of English language teachers have long been important issues in Turkey. However, the related discussions and studies about ELT and English language teachers have mostly concentrated on the systems and issues in the public education sector. Aiming to fill this gap about the involvement of the private sector, this qualitative study intends to find out details concerning the role of the private sector in terms of the employment of English language teachers. To this end, the document analysis method was adopted and the keyword ‘İngilizce öğretmeni’ (English language teacher) was scanned in detail on *kariyer.net*, a popular job advertisement website in Turkey. The obtained 173 relevant advertisements were then put into content analysis in terms of variables including city distribution, experience preferences, nationality preferences, graduated programme preferences, certificate preferences, place of employment, working hours, and special features. The findings have been presented in detailed tables and interpreted with reference to the research questions of the study.

**Keywords:** English language teaching, private sector, employment, teacher

### INTRODUCTION

English language teaching (ELT) is attached great importance in Turkey as part of the general trend all over the world. The steps taken towards teaching English in the national education system over the years are a clear reflection of this policy. The English language began to be offered to the students in public schools in Grade 2 at primary level as of the 2012-2013 academic year. Furthermore, English has long been taught in Grade 1 or even in kindergarten in private schools as part of this ‘early age’ principle. Along with such system-related developments, the curricula for English language courses at both primary-elementary and secondary levels have undergone some changes and revisions. In this context, the latest curricular revision was put into effect in 2018. Considering all these, learning and teaching English in Turkey appear to be a highly significant issue. This high significance attached to ELT in Turkey renders the employment of English language teachers a highly important issue, as well. Since a considerable number of English language teachers have been employed by the Ministry of National Education (MoNE) for many years in Turkey, English language teacher employment has been widely evaluated in the context of ELT in the public education system (Seferoğlu, 2004; Kırkgöz, 2007; Demirpolat, 2015; Yaman, 2018, 2019). However, the role of the private sector concerning the employment of English language teachers in Turkey has not been a topic for the available studies in the ELT literature. Probably, this is because of the high probability for prospective English language teachers to be employed by the MoNE. Table 1 below displays the data about March 2018 and March 2019 language teacher appointment by the MoNE.

<sup>1</sup> ORCID: 0000-0003-1323-4909

<sup>2</sup> ORCID: 0000-0002-9586-1529

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**Table 1. Data on March 2018 and March 2019 Language Teacher Appointment by the MoNE**

Branch	Quota (March 2018)	Quota (March 2019)
German	98	200
Arabic	140	190
French	3	1
English	2002	1960
Russian	1	5
Turkish Language and Literature	370	509
Turkish	1450	1149
Living Languages and Dialects (Kurdish - Kurmanci)	2	-
Living Languages and Dialects (Kurdih - Zazaki)	1	-

(MoNE, 2018; MoNE, 2019)

It is clear from Table 1 that English language teachers receive by far the largest quota among other language teacher categories and such high employment rates may imply a 'guarantee' for them to be employed by the state. Nevertheless, a broader look at the picture brings different variables that take important roles in this process. First, the latest data by the Council of Higher Education (CoHE, 2018) show that a total of 3528 prospective English language teachers graduated from undergraduate ELT programmes at faculties of education at Turkish universities in 2018. The number of the 2018 ELT graduates may seem promising considering the recent employment quote (March-2018: 2002; March-2019: 1960). However, official data about the 2018 Public Personnel Selection Examination (KPSS) by the Assessment, Selection and Placement Center (OSYM, 2018) reveal that 11917 candidates took the Field Knowledge Test on ELT that is a required part of the whole Public Personnel Selection Examination. This high figure reminds us the fact that not only ELT graduates but also graduates of some other programmes become potential candidates to be employed as English language teachers by the MoNE. Table 2 below shows the numerical data about the undergraduate programmes the graduates of which become such candidates.

**Table 2. Distribution of the English-related Programmes at Turkish Universities (2018 Data)**

Programme	State University	Foundation University	Total
English Language Teaching	47	16	63
English Language and Literature	44	17	61
Translation-Interpreting (English-Turkish)	14	14	28
American Culture and Literature	5	3	8
English Linguistics	2	-	2
Translation Studies (English)	1	1	2

(OSYM, 2018)

Table 2 makes it clear that the number of the active English-related non-ELT programmes is higher than that of ELT programmes at Turkish universities. Especially the programmes of English Language and Literature and Translation-Interpreting (English-Turkish) are commonly offered at Turkish universities. At this point, having a look at the policy of the MoNE regarding the employment of English language teachers may be useful. Prospective teachers in Turkey are normally educated by education faculties at universities. This is the case for English language teachers, too. However, through a teacher training certification called 'pedagogical formation' the graduates of other English-related undergraduate programmes possess the right to participate in the KPSS examination and then get appointed to a state school as an English language teacher under the MoNE. This policy, which was once actually planned to compensate for the huge demand for new teachers at state schools, has been applied for many years in Turkey. Although the graduates of the faculties of education are now numerically adequate considering the MoNE's demand for new teachers, the validity of the pedagogical formation certificate is still in effect. That is, the graduates of the English-related non-ELT programmes (see Table 2) as well as ELT programmes become potential English language teachers for both the MoNE and private sector in Turkey.



Considering the details about the employment of English language teachers by the MoNE, it is possible to say that the policy of the MoNE has changed over the years. During specific periods of time in the past, graduates of language-related (non-English) programmes who completed a 40-credit English certification process, graduates of various programmes at English-medium instruction (EMI) universities, and graduates of other programmes in faculties of education who did a minor in ELT programmes in addition to the graduates of ELT and English-related non-ELT programmes were appointed as English language teachers by MoNE (Seferoğlu, 2004; Yaman, 2019). However, today only graduates of ELT and English-related non-ELT programmes are appointed as English language teachers by the MoNE. Figure 1 below introduces the basics of The Teacher Strategy Paper (2017-2023) released by the MoNE (2017).

**Figure 1. Main Themes of the Teacher Strategy Paper**



(MoNE, 2017, p.11)

The Teacher Strategy Paper (2017-2023) was released by the MoNE in 2017 and has become an important reference document concerning not only the current system about the teaching profession but also the 2023 vision. Figure 1 makes it clear that the first phase of the teacher training and development strategy adopted by the MoNE is pre-service teacher training. This phase involves the undergraduate education offered in ELT programmes and pedagogical formation education offered to the graduates of English-related non-ELT programmes. The second phase involves the selection and employment of prospective teachers and the current system requires teacher candidates to take KPSS exam including the Field Knowledge Test on ELT. Following KPSS an oral interview is conducted with the candidates. Then they make preferences for the vacancies announced by the MoNE in accordance with their overall scores. The successful teacher candidates get appointed to a state school under the MoNE and start one-year candidacy and compliance training during their first year of the teaching profession, which constitutes the third phase. Those who complete this third phase successfully become permanent teachers for the MoNE. The other themes handled in the strategy paper (career development and reward system, the status of the teaching profession, continuous professional development) are related to the future careers of the permanent teachers who have completed all of the first three phases successfully. These points apply to all branches of teaching including English language teachers.

Considering the figures in Table 1 and all the figures and details discussed about the current English language teacher employment system under the MoNE, getting employed by the MoNE is



probably a priority goal for prospective English language teachers. Despite this tendency, not all English teachers work in the public sector. The fact that English is the most popular language in the world has led to the emergence of large-scale private ELT sectors. Particularly in 2015, the significant increase in the number of private schools as a result of the closure of private exam preparation courses has naturally led to an increase in the private sector's need for English teachers. In addition, the number of private language schools and language courses is increasing day by day and these organizations are trying to employ qualified English teachers for short or long periods.

The available literature on ELT in Turkey covers various aspects about English language teachers but private sector employment. For instance, motivation to become English language teachers (e.g. Topkaya & Uztosun, 2012; Erten, 2014), English language teachers' burn-out levels (e.g. Mede, 2009; Demirel & Cephe, 2015; reflective practices (e.g. Yaylı, 2009; Yeşilbursa, 2010), technology use (e.g. Aydın, 2013; Kılıçkaya, 2015), teacher education (e.g. Seferoğlu, 2004; Yaman, 2018) and many other specific dimensions concerning the English language teachers in Turkey have been extensively studied by Turkish ELT experts. Nevertheless, the involvement of the private sector in the employment of English language teachers in Turkey has not been examined so far. Therefore, the current study aims to fill this important gap in the literature and provide a framework for prospective studies. To this end, *kariyer.net* that is a popular job advertisement website in Turkey has been examined in order to find out the details about the employment of English language teachers by the private sector in Turkey.

The website (*kariyer.net*) started in 1999 and is a broad platform that hosts over 60000 job advertisements offered by various private sector institutions. It enables employers to specify the specific features they want their prospective employees to possess. The offered advertisements are so diverse that they range from marketing and engineering to security and education. The website is continuously updated; that is new advertisements can be added to the system each passing hour. Briefly, within the context of this study, it can be described as a meeting platform for both prospective employers of English language teachers in the private sector and prospective English language teachers.

Under the framework of the above-mentioned points, the current study aims to seek answers for the following research questions:

1. What is the numerical distribution of the job advertisements about different branches of teaching?
2. What is the city distribution of the job advertisements about English language teachers?
3. What is the tendency about experience preferences in the job advertisements about English language teachers?
4. What is the tendency about nationality preferences in the job advertisements about English language teachers?
5. What is the tendency about graduated programme preferences in the job advertisements about English language teachers?
6. What is the tendency about certificate preferences in the job advertisements about English language teachers?
7. What is the tendency about the place of employment in the job advertisements about English language teachers?
8. What is the tendency about working hours in the job advertisements about English language teachers?
9. What kind of special features are expected from the candidates in the job advertisements about English language teachers?



## METHODOLOGY

### Research Design and Setting

The current study is a qualitative one that employs document analysis as the major data collection method. Document analysis that is frequently used as part of qualitative studies is “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (Bowen, 2009, p. 27). Aiming to find out the details concerning the employment of English language teachers by the private sector in Turkey, this study focuses on a popular job advertisement website in Turkey, *kariyer.net*, and involves reviewing the job advertisements about English language teachers on this website.

### Data Collection and Analysis

The data in this study were collected and analysed based on a three-step model. According to Bowen (2009), ‘document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation’ (p. 32). In the skimming step, the keywords for teaching branches in Turkey including ‘İngilizce öğretmeni’ (English language teacher) were searched on *kariyer.net* on July 14, 2019. The search was conducted at a specific time so that updates on the website would not interfere with the results of the study. The search for ‘İngilizce öğretmeni’ produced 173 advertisements that appeared to be truly related to the employment of English language teachers. In the reading step, the filtered 173 advertisements on English language teachers were taken into thorough examination through content analysis. They were read in detail to find out details about variables including city distribution, experience preferences, nationality preferences, graduated programme preferences, working hours, certificate preferences, place of employment, and other specific requirements. The findings were noted down and categorized under these codes: ‘city’, ‘experience’, ‘nationality’, ‘graduation’, ‘hours’, ‘certificate’, ‘place’, and ‘other’. First, all of the advertisements were categorized in accordance with their cities under the ‘city’ code. Then, all of the other variables were examined on the basis of the city distribution of the advertisements. Finally, in the interpretation step, the categorized findings were evaluated in detail to reach a useful picture concerning the employment of English language teachers by the private sector in Turkey.

## FINDINGS

The findings of the study are presented and discussed below considering each research question.

### Research Question 1:

What is the numerical distribution of the job advertisements about different branches of teaching?

To answer the 1<sup>st</sup> research question we searched the keywords for teaching branches in Turkish education system on *kariyer.net*. The results of the search are presented in Table 3 below.

**Table 3. Branch-based Distribution of the Job Advertisements about Teachers**

No	Branch	Frequency
1	English Language Teacher	173
2	Primary School Teacher	86
3	Early Childhood Teacher	70
4	Mathematics Teacher	69
5	Turkish Teacher	50
6	Psychological Counselling and Guidance Teacher	36
7	Physics Teacher	36
8	Chemistry Teacher	30
9	Physical Education and Sports Teacher	30
10	Biology Teacher	27
11	Music Teacher	24



12	German Language Teacher	22
13	Science Teacher	18
14	Religious Culture and Moral Knowledge Teacher	15
15	Computer and Instructional Technologies Teacher	13
16	Geography Teacher	12
17	Arts-Crafts Teacher	9
18	History Teacher	8
19	Social Sciences Teacher	8
20	French Language Teacher	3
21	Special Education Teacher	2
22	Russian Language Teacher	2
23	Chinese Language Teacher	2
24	Arabic Language Teacher	1

Table 3 shows that English language teachers receive by far the highest number of job advertisements among all teaching branches. They are followed by primary school teachers, early childhood teachers, mathematics teachers, and Turkish teachers consecutively. Although this finding is a result of a specific search on a specific platform (kariyer.net), it suggests that the employment of English language teachers by private sector is more probable than other branches. That is, the graduates of ELT programmes and English-related non-ELT programmes possess a considerable chance to be hired in private sector.

**Research Question 2.** What is the city distribution of the job advertisements about English language teachers?

To answer the 2<sup>nd</sup> research question each of the 173 advertisements was scanned for city information and the results are presented in Table 4 below.

**Table 4. General Indicators Including City Information**

	City	Freq. Number	Experience		Nationality		Graduation Programme		Working Hours		Certificate		Place of Employment		
			Y	N	T	N	Only ELT	Others included	Full-time	Part-time	Y	N	Lang. Course	Private School	Other
1	İstanbul	71	58	13	58	13	6	65	60	11	52	19	13	54	4
2	Ankara	35	28	7	30	5	5	30	33	2	23	12	8	26	1
3	Bursa	10	7	3	8	2	3	7	9	1	8	2	1	9	-
4	Adana	9	9	-	9	-	-	9	8	1	7	2	2	7	-
5	Gaziantep	5	4	1	5	-	-	5	5	-	4	1	2	3	-
6	İzmir	5	3	2	2	3	1	4	5	-	4	1	-	5	-
7	Kocaeli	5	3	2	3	2	1	4	4	1	5	-	-	5	-
8	Manisa	4	3	1	1	2	-	3	3	-	2	1	3	-	-
9	Afyon	2	-	2	2	-	1	1	2	-	1	1	-	2	-
10	Antalya	2	2	-	2	-	1	1	2	-	1	1	-	2	-
11	Balıkesir	2	1	1	1	1	-	2	1	1	-	2	2	-	-
12	Çanakkale	2	1	1	2	-	-	2	2	-	2	-	1	1	-
13	Kayseri	2	2	-	2	-	1	1	2	-	2	-	-	2	-
14	Sakarya	2	2	-	1	1	-	2	2	-	1	1	-	2	-
15	Samsun	2	2	-	-	2	-	2	2	-	2	-	-	2	-
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Turkey – wide Total	173	135	38	139	34	20	153	153	20	124	49	37	129	7



Table 4 makes it clear that a total of 173 relevant advertisements were reached and İstanbul, as expected, appears to be the city with the highest number of English language teacher advertisements on *kariyer.net*. It is followed by Ankara, Bursa, Adana, Kocaeli, İzmir, and Gaziantep. This finding is not surprising, indeed. It can be concluded that the population of the cities is the key determinant factor in view of their chance to offer job advertisements for English language teachers.

**Research Question 3.** What is the tendency about experience preferences in the job advertisements about English language teachers?

To answer the 3<sup>rd</sup> research question, the contents of the covered advertisements were examined in terms of whether they require the candidates to possess a specific period of teaching experience or not. Table 4 above shows that 135 of the analysed advertisements ask for experience while only 38 of them do not include any requirement concerning experience. That is, those with no teaching experience do not have the opportunity to apply for most of the advertisements. To find out in-depth information about the experience dimension, 135 advertisements with experience requirement were further analysed and the results are presented in Table 5 below.

**Table 5. Details about the Experience Preferences in the Advertisements**

	City	at least 1-3 year(s)	at least 3-5 years	at least 5-8 years	at least 8-10 years	over 10 years	maximum 10 years	maximum 20 years
1	İstanbul	26	18	10	-	-	3	1
2	Ankara	10	11	1	1	1	4	-
3	Bursa	3	3	-	-	-	-	1
4	Adana	4	4	1	-	-	-	-
5	Gaziantep	-	1	2	-	-	1	-
6	İzmir	2	1	-	-	-	-	-
7	Kocaeli	1	1	1	-	-	-	-
8	Manisa	2	1	-	-	-	-	-
9	Afyon	-	-	-	-	-	-	-
10	Antalya	1	1	-	-	-	-	-
	...	...	...	...	...	...	...	...
	Turkey – wide Total	57	46	17	1	1	10	3

Table 5 clearly shows quite interesting results concerning the experience requirements of the advertisements. The majority of the analysed 135 advertisements ask for at least 1-3 year(s) (57) and at least 3-5 years (46) of experience. In addition, 17 advertisements require at least 5-8 years, 1 advertisement at least 8-10 years, and 1 advertisement over 10 years of experience. The interesting point here is that 10 advertisements asked for maximum 10 years and 3 advertisements required maximum 20 years of experience. These figures clearly show that most of the private sector advertisements require the candidates to have a certain period of experience to apply for the offered teaching positions; however, considering the highly dynamic role English language teachers undertake in the classroom, a considerable amount of advertisements appear to expect the candidates to be not only experienced but also young and dynamic.

**Research Question 4.** What is the tendency about nationality preferences in the job advertisements about English language teachers?

To answer the 4<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of nationality preferences. As Table 4 clearly shows, 139 advertisements ask for Turkish candidates for the positions while 34 of them require native English speaking teachers (NESTs). This finding is quite important in that employing NESTs instead of Non-native English speaking teachers



(Non-NESTs) has always been a hot topic about ELT in Turkey. As Medgyes (1992) and Selvi (2014) underline, both NESTs and Non-NESTs possess some advantages and disadvantages in terms of employability. While Non-NESTs may have problems especially in terms of language proficiency, their pedagogical competence and familiarity with ELT processes in Turkey may render them advantageous. On the other hand, while some NESTs may encounter problems about pedagogical aspects and learner characteristics their language proficiency and ‘native speaker brand’ may render them advantageous, which makes them preferable for private schools and courses in terms of marketing and promotion. In the light of this information on NESTs and Non-NESTs, the existence of 34 advertisements with ‘NESTs’ limitation can be interpreted on the basis of marketing and promotion motivations of the private sector employers. On the other hand, that the overwhelming majority of the advertisements (139) are for Non-NESTs shows that most of the ELT practices in the private sector of Turkey, as is the case with the public education, are carried out through Non-NESTs. That is, ELT programmes and other alternative ways to become English language teachers in Turkey hold a key responsibility for the training of prospective teachers for both the public and private sector.

**Research Question 5.** What is the tendency about graduated programme preferences in the job advertisements about English language teachers?

To answer the 5<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of graduated programme preferences and the findings (see Table 4 above) indicate that only 20 advertisements require the candidates to hold an ELT diploma. The remaining 153 advertisements are open to both ELT graduates and the graduates of other English-related non-ELT programmes (i.e. English Language and Literature, Translation-Interpreting (English-Turkish), American Culture and Literature, English Linguistics, Translation Studies (English)). As discussed in the introduction part, the MoNE has long adopted an inclusive policy for the graduates of other English-related non-ELT programmes; and this finding displays a similar policy in the private sector.

**Research Question 6.** What is the tendency about certificate preferences in the job advertisements about English language teachers?

To answer the 6<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of certificate preferences. According to the figures in Table 4 above, 124 of the advertisements prefer the candidates to have a certain certificate while 49 of them do not include any such information. The details about the certificate information in the advertisements are introduced in Tale 6 below.

**Table 6. Details about the Certificate Preferences in the Advertisements**

	City	Pedagogical Formation	CELTA	DELTA	TESOL	TEFL	TOEFL	IELTS
1	İstanbul	42	10	10	10	8	2	2
2	Ankara	18	2	2	2	5	4	4
3	Bursa	7	1	1	1	-	-	-
4	Adana	7	-	-	-	-	-	-
5	Gaziantep	2	1	2	2	1	-	-
6	İzmir	2	1	-	1	1	-	-
7	Kocaeli	4	1	1	1	1	-	-
8	Manisa	-	1	-	1	1	-	-
9	Afyon	-	1	1	1	1	-	-
10	Antalya	-	1	1	1	1	-	-
	...	...	...	...	...	...	...	...
	Turkey – wide Total	86	20	18	20	20	6	6





According to the data in Table 6, the total frequency (176) appears higher than the frequency given for the advertisements with a specific certificate requirement in Table 4 (124). That is because some of the advertisements include the names of more than one certificate in an optional manner (e.g. CELTA/DELTA, TOEFL/IELTS, etc.). As for the details, 86 of the advertisements require possessing a pedagogical formation certificate, 20 of them CELTA (Certificate in Teaching English to Speakers of Other Languages), 18 of them DELTA (Diploma in Teaching English to Speakers of Other Languages), 20 of them TESOL (Teaching English to Speakers of Other Languages), 20 of them TEFL (Teaching English as a Foreign Language), 6 of them TOEFL (Test of English as a Foreign Language), and 6 of them IELTS (The International English Language Testing System) certificate. As discussed earlier in this manuscript, the MoNE requires the graduates of English-related non-ELT programmes to possess a pedagogical formation certificate; and these findings demonstrate that its significance is also recognized by the private sector. The other certificates (i.e. CELTA, DELTA, TESOL, TEFL) hold an international status and broadly enable their holders to practice ELT anywhere in the world. A further analysis on the advertisements with a requirement to possess one of these international certificates reveals that they are widely included in advertisements that seek especially NESTs to employ. As discussed above within the context of the 4<sup>th</sup> research question, NESTs may encounter problems in view of pedagogical skills; and considering this it can be concluded that the employers aim to eliminate this possibility with NESTs. Therefore, that a considerable amount of advertisements require such certificates can be regarded as a quite expected finding. On the other hand, TOEFL and IELTS are international tests of English and cannot be considered as teaching certificates. However, the analysed advertisements (6+6) except one cover them as certificates and actually intend to ask for an adequate score from these tests. The only exceptional advertisement here provides a clear framework and requires at least 102 points from TOEFL-IBT and 7.5 from IELTS. Briefly, private sector attaches considerable importance to the possession of specific certificates that certify the qualification of the candidates for the applied position.

**Research Question 7.** What is the tendency about the place of employment in the job advertisements about English language teachers?

To answer the 7<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of the place of employment and the findings are tabulated below.

**Table 7. Details about the Place of Employment in the Advertisements**

	City	Private Language Course	Private Nursery School	Private School (Primary- Elementary- High School)	Other
1	İstanbul	13	8	46	4
2	Ankara	8	5	21	1
3	Bursa	1	4	5	-
4	Adana	2	1	6	-
5	Gaziantep	-	1	4	-
6	İzmir	3	-	2	-
7	Kocaeli	-	2	3	-
8	Manisa	2	-	2	-
9	Afyon	-	1	1	-
10	Antalya	-	-	2	-
	...	...	...	...	...
	Turkey – wide Total	37	24	105	7



Table 7 clearly shows that the vast majority of the advertisements (105) seek candidates for private schools including primary, elementary, and high levels. Since most of these advertisements do not clearly state at which level the candidates will teach, they are given under the same category, *private school*. This category is followed by private language courses (37), private nursery schools (24), and others (7) consecutively. The *other* category covers advertisements of various companies to hire English language teachers for their employees. For instance, one company seeks an English language teacher to teach English to the crew in an oil exploration vessel. That is, as expected, English language teachers are expected to teach English in the context of the private sector, be it at a private language course, a private elementary school or a company. This finding is quite important in that it shows the places where the demands of the private sector for English language teachers emerge.

**Research Question 8.** What is the tendency about working hours in the job advertisements about English language teachers?

To answer the 8<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of working hours. According to the figures in Table 4 above it is evident that the vast majority of the advertisements (153) expect candidates to work on a full-time basis while only 20 of them ask for a part-time work. This shows that the private sector generally expects a full-time dedicated working style from the candidates.

**Research Question 9.** What kind of special features are expected from the candidates in the job advertisements about English language teachers?

To answer the 9<sup>th</sup> research question, the contents of the covered advertisements were examined in terms of special requirements. The findings are categorized under the *other* code and presented in Table 8 below.

**Table 8. Details about the Special Requirements in the Advertisements**

No	Special Requirement	Frequency
1	preferably being proficient in training TOEFL and IELTS groups	6
2	preferably pursuing/holding a Master's degree	5
3	preferably possessing an overseas experience	5
4	preferably having a good command of academic English	2
5	preferably possessing a language teaching style with a special emphasis on values education	1
Total		19

Table 8 clearly shows that 6 advertisements asked for preferably being proficient in training TOEFL and IELTS groups. These are all among the advertisements offered by private language courses; thus, such a special expectation from the candidates is not something surprising. Besides, 5 advertisements from private schools asked for preferably pursuing/holding a Master's degree, which suggests an expectation about the tendency for professional development. Likewise, 5 advertisements asked for preferably possessing an overseas experience, which is also quite important in terms of professional development. In addition, 2 advertisements from private language courses asked for preferably having a good command of academic English, which is also not surprising considering academic English classes. Lastly, one private nursery school asked for preferably possessing a language teaching style with a special emphasis on values education. This little finding is of key importance since values education is a growing topic in all educational realms in Turkey including ELT. The MoNE (2018) specified ten key values (friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism) in the revised curricula at both primary-elementary and secondary level and these values are expected to be integrated into textbooks and teaching processes inductively. Therefore, it can be assumed that this aspect in education will gain more popularity in the future and the 'values education' detail in the analysed advertisement may give a clue about a possible future projection that ELT in the private sector will also attribute importance to the integration of values into the teaching and learning processes especially at early levels. In brief, each of the special requirements found in the job advertisements points to a specific priority set by the employer and they are all of key importance in view of the employability of the candidates.



## CONCLUSION AND SUGGESTIONS

The high importance attached to ELT in Turkey is part of a trend that reigns all over the world. The lingua franca status of English has rendered it a prestigious language to learn in almost every country, and Turkey is no exception (Dogancay-Aktuna, 1998). Accordingly, ELT practices in both public education system and private sector possess vital importance in terms of the English proficiency of Turkish people. In the current qualitative study, we have focused on the neglected role of the private sector in terms of the employment of English language teachers. To find out the details about this specific aspect, the keyword ‘İngilizce öğretmeni’ (English language teacher) was scanned in detail on *kariyer.net*, a popular job advertisement website. The search produced 173 relevant advertisements that were then put into content analysis in terms of variables including city distribution, experience preferences, nationality preferences, graduated programme preferences, certificate preferences, place of employment, working hours, and special features. As for the findings, İstanbul, as expected, turns out to be the city with the highest number of job advertisements for English language teachers. As for the experience and nationality variables, the vast majority of the advertisements ask for Non-NESTs with at least 1-5 year(s) of experience. Moreover, it appears that the private sector adopts a similar policy with the MoNE about the graduated programmes based on the finding that most of the advertisements target the graduates of both ELT and English-related non-ELT programmes. This similarity is also supported with the finding that the analysed advertisements mostly ask for a pedagogical formation certificate, just like what the MoNE does. Related to the place of employment variable, the majority of the advertisements appear to be from private schools and most of the employers ask the candidates to work on a full-time basis. Finally, the content analysis conducted about the special requirements covered in the advertisements reveals expectations including preferably being proficient in training TOEFL and IELTS groups, preferably pursuing/holding a Master’s degree, and preferably possessing an overseas experience.

The findings yielded by this study are limited to a specific search on *kariyer.net* at a specific date. Therefore, they cannot represent all the tendencies of the whole private sector about the employment of English language teachers. Nevertheless, they may provide remarkable clues about the issue especially considering the lack of relevant studies in the literature. Accordingly, this study is intended to orient the ELT researchers to start other studies handling this important private sector issue and also contribute to the prospective English language teachers who seek job opportunities in the private sector. As an intact aspect of study in the ELT literature, the role the private sector may be investigated by further studies from various aspects like comparing the working conditions of English language teachers working in the private and public sectors or examining the motivations of English language teachers (not) to prefer working in the private sector.

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